

## Improving Learning Outcomes of PAI & BP Zakat Material Through Problem Based Learning Model for Class V Students of Sd Negeri 010 Tambusai

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**Abstract**, This study aims to improve the learning outcomes of Islamic Religious Education and Budi Pekerti (PAI & BP) on zakat material through the Problem Based Learning (PBL) model in class V SD Negeri 010 Tambusai. This research is a Classroom Action Research (PTK) conducted in three stages, namely pre-cycle, cycle I, and cycle II. The research subjects were 15 grade V students in the 2023 school year. Data were collected through learning outcome tests and observations of student engagement in learning. The results showed that the application of the PBL model can significantly improve student learning outcomes from pre-cycle to cycle I and then to cycle II.

**Keywords** : Problem Based Learning, Learning Outcomes, Islamic Religious Education, Zakat.

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### I. INTRODUCTION

Islamic Religious Education (PAI) and Budi Pekerti (BP) are important subjects in developing students' character and morals in primary schools, including SD Negeri 010 Tambusai. Students' level of understanding of religious concepts such as zakat is crucial as it affects their behaviour and attitude in daily life.

However, the learning results of PAI and BP regarding zakat material at the

primary school still show alarming numbers. Many students have difficulty understanding the concept of zakat and its application in life, which indicates the need for a new approach to learning. One of the recommended approaches to improve learning outcomes is the Problem Based Learning (PBL) model. PBL is a teaching method that focuses on developing critical thinking, collaboration and problem-solving skills by providing students with

relevant and contextual challenges so that they are more engaged in the learning process. A number of studies have shown that PBL can improve student learning outcomes in various fields, including PAI. For example, research by Kusuma states that PBL is effective in improving student learning outcomes in primary schools on different topics (Kusuma, 2021; Perlawanan et al., 2022). Similar results were also found by Suryandari and Suhartono, who showed that the application of PBL can improve students' cooperation and learning outcomes (Suryandari & Suhartono, 2023).

The PBL approach also helps students to make connections between theory and practice in everyday life. In the context of zakat learning, students can be given case studies on how zakat plays a role in helping the poor. This is in line with the findings by Mairani and Simatupang, who explained that PBL is able to improve students' understanding of abstract concepts by presenting real problems (Mairani & Simatupang, 2018). In this way, students not only learn about zakat theoretically but also train critical thinking skills and provide solutions to social problems.

In its implementation, educators need to create a learning environment that supports the implementation of PBL. Fatah et al. emphasised that an interactive and

collaborative learning environment can improve student motivation and learning outcomes (Fatah et al., 2023). Therefore, teaching should be designed so that students can work together in groups, discuss and exchange ideas regarding the solution of a given problem. This approach is particularly relevant for zakat material as it allows students to discuss the impact of zakat philanthropy in society. In addition, improving learning outcomes also depends on the use of innovative media and tools in teaching. Maulana et al. showed that the use of visual media in PBL can make learning more interesting and effective (Suryandari & Suhartono, 2023). In the context of zakat, visual media such as infographics on zakat distribution or short videos showing the impact of zakat in society can be used to improve students' understanding.

Through the application of PBL, it is expected that students not only gain theoretical knowledge about zakat, but also internalise values and attitudes that reflect social responsibility. According to Diana et al., using the PBL model not only improves academic achievement but also shapes student character (Diana et al., 2022). The process of reflection and discussion that occurs in groups can instil high social awareness in students.

Finally, this study aims to implement the PBL model in PAI and BP learning on

zakat material in class V of SD Negeri 010 Tambusai. By identifying existing problems and applying this learning model, it is hoped that a significant increase in learning outcomes can be achieved, so that students better understand the value and concept of zakat and contribute positively to the surrounding community.

## **II. RESEARCH METHODS**

This research was conducted as a Classroom Action Research (PTK) which was prepared to improve the learning outcomes of grade V students at SD Negeri 010 Tambusai by applying the Problem Based Learning (PBL) model. This research consists of three stages, namely pre-cycle, cycle I, and cycle II. The research subjects were 15 grade V students in the 2023 academic year. Data collection was carried out through learning outcome tests, observations, and interviews.

### **Pre-cycle**

In the pre-cycle stage, the main objective is to measure students' initial learning outcomes before the application of the PBL model. Activities at this stage include:

1. Initial Data Collection: Initial data was collected using a learning outcome test to determine students' understanding of zakat material.

The results of this initial test provide an overview of the level of student understanding based on the scores that have been obtained (Kusuma, 2021).

2. Classroom Observation: Observations were made of the learning methods used by the teacher and student interactions in the classroom during the learning process. This aims to identify the learning style that has been applied and the unrest experienced by students in understanding zakat material (Suryandari & Suhartono, 2023).
3. Interview with Teacher: Interviews were conducted with teachers to obtain information about the obstacles faced when teaching zakat material. Responses from teachers can provide insight into methods and strategies that need to be improved in the learning process in the classroom (Mairani & Simatupang, 2018).

### **Cycle I**

Cycle I consisted of the following steps:

1. Planning

1. Preparation of Learning Implementation Plan (RPP): Teachers develop lesson plans that integrate the PBL model with zakat material. The lesson plan includes clear learning objectives and steps in the application of PBL (Fatah et al., 2023).
2. Preparation of Research Instruments: Instruments such as observation sheets to observe students' activities and evaluation questions to measure learning outcomes were prepared (Diana et al., 2022).
2. Implementation: Students are divided into small groups to analyse problems related to zakat. The teacher acts as a facilitator, providing guidance, and guiding the discussion in each group to help students reach a solution to the problem they face (Cunayah & Rahmiati, 2022).
3. Observation: Students' activities were observed during the learning implementation to observe their level of engagement, both individually and in groups. Observation notes were used to document student responses and interactions in group discussions (Saputri, 2020).
4. Reflection: The test results from cycle I were analysed to evaluate students'

understanding of the zakat material. This evaluation also includes the analysis of observation notes and feedback received from students to plan improvements needed in the next cycle (Wali et al., 2020)..

## **Cycle II**

After reflection of cycle I, cycle II was implemented with the following steps:

1. Planning: The lesson plan was refined based on feedback from the cycle I analysis. Group discussions were enhanced through more focused learning scenarios to better explore the topic of zakat (Noormaliana, 2023).
2. Implementation: The re-implementation of the PBL model was carried out by providing more intensive guidance to students, especially for those who were still having difficulties. Activities that are relevant and support group discussions are provided to help students' understanding (Masitoh et al., 2015).
3. Observation: Observations were conducted once again with a focus on seeing an increase in student engagement compared to cycle I. Data were collected to assess changes in student participation and

understanding of the zakat material (Hidayati, 2021). Data collection was conducted to assess changes in students' participation and understanding of the zakat material.

4. Reflection: Evaluation results from cycle II were analysed to assess the improvement in student learning outcomes. Reflection also involves discussions with students about their experiences in learning by using the PBL approach (Nuramalia, 2023). By applying these steps, the study aims to evaluate the effectiveness of the Problem Based Learning model in improving students' learning outcomes on zakat material.

### III. RESEARCH RESULTS AND DISCUSSION

The results showed an increase in student learning outcomes in each cycle. The following is a summary of the results of the increase in students' average scores:

Table 1. Data on the improvement of PAI & BP learning outcomes in pre-cycle, cycle I and cycle II.

Research Stage	Average Value	Number of Students Achieving KKM	Percentage of Completion
Pre-cycle	60	4 dari 15	26,7%
Cycle I	72	9 dari 15	60%
Cycle II	85	13 dari 15	86,7%

Based on Table 1, it can be explained that in the pre-cycle, the students'

average score was still low at 60, with only 4 students (26.7%) reaching the KKM. Students tend to be passive in learning, less interested in discussion, and have difficulty in understanding the concept of zakat.

In cycle 1 after applying the PBL model, there was an increase in the average score to 72. 9 out of 15 students (60%) had reached the KKM. Students began to be more active in discussions and were able to connect the concept of zakat with everyday life. However, there were still some students who had difficulty in understanding the calculation of zakat.

Whereas in Cycle II, after improvements were made in the implementation of PBL, the average student score increased significantly to 85. 13 out of 15 students (86.7%) had reached the KKM. Students became more confident in expressing their opinions, able to explain the concept of zakat well, and more active in solving problems given in learning.

### IV. CONCLUSION

The results showed that the application of the Problem Based Learning model can improve the learning outcomes of PAI & BP on zakat material in class V SD Negeri 010 Tambusai. The average student score increased from 60 in the pre-cycle to 85 in cycle II. In addition, students' involvement in learning also increased.

Therefore, the PBL model is recommended to be applied in PAI & BP learning to improve students' understanding and learning outcomes.

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